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TOO MUCH TIME GIVEN TO ARITHMETIC.

NOR long since a distinguished teacher publicly stated that "four-fifths of the time spent on arithmetic in our schools is utterly wasted." If this statement is true, it is quite time that teachers and all others interested in school instruction should know it to be a fact and apply the remedy, for we cannot afford to waste one of the golden hours of school life. Similar remarks are often made, and the impression left by them upon the minds of many teachers and parents is that too much attention is given to this study, that the pupils in our schools learn more arithmetic than they need. That much time may be wasted by an illogical, incomplete, and mechanical presentation of the subject, both in text-books and by teachers, we fully believe. But that our pupils get more knowledge of this branch of study than they need, we as fully disbelieve. While there has been great improvement in the method of teaching also, in text-books, and in no one branch, perhaps, has there been more improvement than in arithmetic, there are still serious deficiencies in both. The results which should be reached are not secured. Ought we then to give less attention to this study? Perfection in this as in every other branch still beckons us on, but is ever receding.

How much time is spent on arithmetic?

In a recent report of the schools of Worcester, the Superintendent says : "The average time given to it by each pupil before entering the High School is a daily recitation for eight years." This is probably a fair average of the time spent in annual graded schools by pupils who take the full course up to the time of admission to the High School. A course of this length, properly conducted, should make good arithmeticians of all who take it ; but the writer adds, we confess that the defects which we discover are numerous. If such is the result in the annual and graded schools, can better results be expected in the large number of ungraded district schools, which continue but a part of the year ? The defects are numerous, and they are not confined to the schools of any one city or town. Many teachers present the science of numbers in an admirable manner, and the number of such is increasing ; but in some schools within our knowledge, which are doubtless the type of many others, the work in arithmetic is altogether mechanical. The pupil is allowed to pass rapidly over the elementary part of the subject, learns a few definitions without knowing their meaning, and then takes the rules, and works the examples to get the answers. His highest ambition is to get through the book. And when he has been through the book in this way, he thinks he has "finished arithmetic." And such a course often nearly proves fatal to any proper study of arithmetic afterward, so difficult is it to overcome the bad mental habits induced by such training.

The grand deficiency in this course is that pupils are not required to *think* enough in doing their work. They rush on, gathering only the ideas which lie upon the surface of the subject. Their fingers are busy in making superfluous figures. The memory is exercised to some extent, but chiefly on the mere words of definitions and arbitrary rules ; clear ideas of the subject are not excited in the mind ; the reasoning faculty is not called into action ; and ignorance of the subject is the legitimate result. Knowledge is the result of intellectual activity. No science can be mastered, even when properly presented, without vigorous and persistent mental effort on the part of the learner. It is natural to the young mind to pass rapidly from one thing to another, to be impatient of restraint. It has to be trained to systematic and continuous thinking.

One cause of this haste is the number of books to be studied.

Pupils are not to be blamed for rushing on through the book. They are allowed and often encouraged to do so by a vitiated public sentiment. Why should not the pupil be in a hurry, and the teacher too, when they see before them four or five books which must be mastered before they get through arithmetic? No ambitious pupil is satisfied till he sees the end of the highest book of the series. This expansion of the subject into so many books is a serious evil. It may bring more money to authors and publishers, but in study it tends only to confusion and superficiality. Let the number of books be reduced to two, one for oral arithmetic, the other for written arithmetic. All arithmetic is mental.

Another cause of this superficial work is the multiplicity of rules. In the best works on oral arithmetic, which go over nearly the entire ground of the subject, no rules are given. The principles are briefly illustrated, and then applied in numerous, well-arranged, and skillfully varied problems, which are to be analyzed, and the results to be obtained by reasoning. Such a book, when properly used, requires the pupil to think for himself, and he makes real progress in the study of arithmetic. But when he passes to written arithmetic the method of study is often entirely changed. Nearly all the books of this class are so written as to encourage mental indolence in both pupil and teacher. A rule is given for almost every numerical process and for every different class of problems. Some scholars will think for themselves, in spite of all the obstacles placed in their way, and will grasp the subject without any regard to the rules. But with the majority of pupils the rule is authoritative; they follow it as a supreme law. Ask them why they take this or that step, and the reply is, Because the "rule says so." They are satisfied to perform certain operations as indicated by the rule, without any thought of the principles which underlie them. They fail to get these principles, and, of course, cannot use them when they are called for in practical life. And, what is worse, they fail to get the mental discipline and the habits of thinking which they will need in after-life. Teachers allow this course because it is so much easier to let pupils follow the rule, and give results, than to obtain a clear explanation of the work.

Let us have one book in written arithmetic, and that made on the same plan as the oral arithmetic. Let the printed rules be omitted,

and no unnecessary divisions of the subject be made. Let the principles be clearly illustrated, accurately and concisely stated, and a sufficient number of appropriate exercises and examples be given to make a thorough application of them. Such a book would be a fit supplement for the oral arithmetic. Why should we not be consistent, and teach the arithmetic of larger numbers by the same method that we use with smaller numbers, when the same principles apply to each ?

A MORE EXCELLENT WAY.

The study of arithmetic does not receive too much attention in our schools. The loss is in the *manner* of studying. It is only by a better method of teaching the whole subject that we are to secure the results desired, and save the time which is now wasted. This improvement must come through the teacher. A good text-book is an invaluable aid, and we cannot dispense with the use of text-books without great loss ; but the book at best is but a *text*, and the best text-books are defective in some points. The teacher must go beyond the best book. He must have the whole matter clearly in his own mind, and must be able to set it forth in living words before his pupils, or he will fail to interest, instruct, and impress them as he must to gain the end of which we write.

The teacher must keep distinctly before the mind the objects for which arithmetic should be studied, the conditions necessary for their attainment, and then press forward with enthusiasm for their accomplishment.

One of these objects is to obtain a thorough knowledge of numbers. This knowledge of numbers depends upon a knowledge of the principles of numbers arranged in the order of their dependence. And this collection of principles, systematically arranged, is a science. The science of numbers is the thing to be taught, and not a mass of isolated facts about numbers. We have a decimal system of numbers, and a decimal system of notation, both of which are unsurpassed in simplicity and comprehensiveness. A clear, full knowledge of each of these systems is indispensable. It is the foundation of arithmetic. Our ideas of number and the written representatives of these ideas should be clearly distinguished, and

not confounded, either in thought or expression, as they often are.

Clear ideas of each of the first ten numbers are first to be obtained by the use of counters ; then ideas of the numbers as far as one hundred by counting objects in groups of ten each. Afterwards ideas of the numbers as far as one thousand should be gained by the same method. And still later, show how the numbers above one thousand are formed. Let the pupil be shown that ten single things are regarded as one larger unit, that we count tens as we count simple units, that every number above ten is made up of tens, or of tens and a number less than ten. And since we number all objects by tens, ours is a decimal system.

Let it also be observed, that, in finding words to express these ideas of numbers, the same system is followed as in forming the numbers. The names of the first twelve numbers are independent words, also hundred, thousand, and the names of each *third* order of units after thousands. With these exceptions the name of each successive number is formed by uniting in one term the names of the numbers which are united in forming the new number. Thus with the first twelve numeral words, the two syllables *teen* and *ty*, and the two words hundred and thousand, — fourteen words and two syllables, — are formed the names of all the numbers to one million. We have only to learn the meaning of these few independent names, and this system of forming names, to know the meaning of all our numeral words. This beautiful system of expressing all the numbers with a few names is unparalleled in any other science.

But our decimal system of notation by which we represent all numbers with only ten figures is even more remarkable for its simplicity, and the rapidity with which it enables us to express our ideas of number in writing. This system should be clearly unfolded to the pupil. Let each figure be associated with the number it represents. Let it be shown that the figures are used instead of their names, and the manner in which they are made to represent all numbers by writing them successively in different places, that the same figure invariably stands for the same number of units, — the denomination of the units only varying, — and the *law of place*, that each figure represents ten times what it would in the

next place to the right. Also let the order of the places and the names of the places, the order and the names of the periods, be made very familiar, so that the pupil may read and write numbers without the least hesitation. Pupils are usually allowed to pass hastily over this part of arithmetic. But thorough work here is of the first importance. Let these systems be gradually and clearly presented, and they will not only be quickly apprehended, but this knowledge will throw a flood of light over all subsequent numerical operations.

Not less important is a thorough knowledge of the fundamental processes, addition, subtraction, multiplication, and division. Here again we lose time by superficial work. The steps of each process are few, and easily apprehended when properly presented. The scholar should fully understand each step, and why it is taken, and be able to state and apply it without hesitation. Much drilling on a great variety of examples and exercises is requisite to secure accuracy in numerical operations. Great rapidity in all these processes may be acquired by training the mind to call only the successive *results*, passing over all intervening words.

A much fuller knowledge of the prime factors of numbers than is usually obtained would be a great advantage. Pupils should be familiar with the prime factors of all the numbers to one thousand. They are easily learned by a variety of simple exercises. No one thing would more increase our command of numbers. We as often have occasion to think that twenty-one is three sevens, or seven threes, as to think it is two tens and one; and so with other composite numbers. Some of the most important properties of numbers depend upon their factors. The larger part of arithmetical work is with numbers less than one thousand. This knowledge of factors and multiples would reduce the ordinary written work more than one half, especially in fractions. Much practice in the use of factors and multiples is a great saving of time in after-work.

A thorough knowledge of fractions must be added to that already enumerated to complete the essential parts of pure arithmetic. And the most important part of this knowledge of fractions is a clear idea of a fraction, and of the mode of expressing it. Add to these the knowledge that the fractional parts of the unit are counted

in the same way as other single things, that the same operations may be performed on numbers when they express these parts of a unit as when they express entire units, also the knowledge of the two methods of increasing and diminishing the fraction, and the method of reducing the fraction to higher or lower terms. The other processes peculiar to fractions are but applications of the preceding principles. These principles should be thoroughly applied in both common and decimal fractions.

Compound numbers involve no new principles. The tables of weights and measures should be thoroughly learned. They may be repeated a thousand times without knowing them. The *standard* units of measure and the units derived from these, the fractions of these units, and the multiples of them, can be known only by seeing and using the things themselves. These instruments should be brought into the school-room and used. Involution and evolution are but modifications of the four fundamental processes, and should be taught as such without the use of blocks, geometrical figures, or algebraic formulas.

We have enumerated the points essential to a thorough knowledge of numbers. To be fully known, these principles and processes must be applied in the solution of numerous practical problems. This knowledge is fundamental. It should be the ambition of the teacher to build this foundation of stones that will make joints without mortar. It may be done without any sound of the hammer. Any lack of thorough training here is not only a loss of time in teaching the applications of arithmetic, but in all after-life, and often occasions the loss of a good position in business.

The remaining part of the study of arithmetic is the application of numbers to the practical affairs of life. In the study of these applications, we must have a knowledge of the facts, forms, principles, and laws which control in the particular department of business life requiring the application. The teacher must know well the forms and customs of business, and must impart his knowledge freely to his pupils. The acquisition of this knowledge, by mingling with men of business, is an agreeable recreation after the confinement of the school-room. The solution of every arithmetical problem has two parts. First, a reasoning process proceeding from the conditions given to the conclusion required; second, the

numerical operation required by this conclusion. No mind can perform the second part intelligently without going through the first. Ignorance must lean upon rules, but intelligence will think for itself.

There are other equally important objects for which arithmetic should be studied, which have already been intimated, namely : To exercise the mind in demonstrative reasoning ; to induce the habit of close thinking ; of " continuous attention ; " of precision in the use of language ; and to secure skill in the applications of arithmetic. No one of the common-school studies is better adapted to secure the objects last named, and no other can take the place of arithmetic in their attainment.

Some of the necessary conditions to be observed in the attainment of these objects are the following :

1. The teacher must have a full knowledge of the whole subject, with its divisions and topics arranged in logical order. He must teach the subject in this order, presenting ideas before words ; principles before rules, or, better, without rules.

2. The teacher should begin with what the pupil knows, and *lead* him forward. The elementary ideas of numbers and the first lessons in the four fundamental processes and in fractions should be taught by the use of objects, passing from the concrete as soon as the abstract can be appreciated.

3. The teacher must thoroughly prepare for his daily exercises, *think* out the points to be presented, the order in which they are to be presented, and the language in which they shall be expressed. He must require his pupils to do the same. He must present one thing at a time, and let the pupils be well grounded on this before going to another. When a division of the subject has been studied, it should be reviewed as a whole, so as to present each part in its relation to other parts.

4. When explanations are to be made, and especially when any process requiring written work is to be presented, let the teacher step to the blackboard, with the class in front of him. Let him think with the class, and come directly to the minds of his pupils. His manner should be animated. He should talk slowly in explaining. He should state definitely what is to be shown, and present the point in few words well chosen. He must watch the

action of the pupil's mind as expressed on his face. If the point is not apprehended, he must repeat or illustrate; and let the illustration be direct and pertinent. Let all work on the blackboard be plainly and neatly written. When the explanation is finished, let the class be immediately called to the board to repeat the explanation. Then assign a lesson for its application. When, with older pupils, the process is too long to be taken up immediately, let pupils transcribe the steps of the explanation, and study them before repeating. Here, before his class, his mind and heart acting directly upon his pupils, is the teacher's opportunity to awaken interest, to kindle aspiration, to fire resolve, to "magnetize" his pupils. Enthusiasm is contagious. The heart must be engaged as well as the intellect.

5. Lessons should be assigned in distinct subjects of thought. The pupil should be shown definitely *what* is to be done, and, so far as he needs direction or help, should be taught *how* it is to be done. The teacher must be independent of the text-book in the recitation. The pupil should be required to explain his work in concise and appropriate language. Criticism should be kind, and not so sharp as to prevent a free expression of thought. A clear explanation of his work is the only sure evidence that the pupil understands it. This course cultivates the power of expression.

6. Much practice should be given in the solution of problems gathered from actual life by teachers and pupils. Scholars should make their own problems in mensuration, by measuring the lengths, surfaces, and volumes in and about the school-room. Let them find the cost of papering, painting, and carpeting the school-room, and ascertain how many cubic feet of air they have to breathe. This may suggest a talk on ventilation, and lead to some improvement in the comfort and beauty of the school-room. Let the pupils give promissory notes to each other, and then compute the interest and discount on them, etc. The study of this part of arithmetic gives the teacher an excellent opportunity to encourage in his pupils honesty, integrity, and justice in the transactions of life.

And finally, to be fully successful in teaching this science, we must believe in mathematics, — "Wisdom does not always speak in Greek and Latin," — and especially we must believe in arithmetic.

A. G. B.

TEACHING A PRIMARY SCHOOL.

I HAVE observed with regret and surprise that very few of the best educated young ladies seek positions in our Primary schools. Very many who are well qualified to control and instruct young children prefer to be assistants in the higher grade of schools, giving as reasons, first, that they have spent a large amount of time in the study of the sciences and other branches which cannot be used in the Primary school, and therefore the time and effort given to those studies would be thrown away if they now engage in teaching such a school; and second, that they desire greater opportunity for and inducement to their own mental improvement than such schools offer.

The writer can speak from some experience, having taught in all the different grades of public schools, and does not hesitate to assert that a true teacher can successfully and profitably bring to the teaching of the youngest children as wide a range of knowledge and as varied as to any class of pupils whatever. It is true, the pupils of the Primary school cannot understand the demonstrations of geometry, or be taught to explain the problems of science or language, but a thorough acquaintance with mathematics, natural science, and language, is necessary to a teacher to enable her to illustrate simply and clearly to a child's mind the phenomena of Nature, to teach him properly to observe and to study the objects of the visible creation, and intelligently to express his thoughts and his knowledge of them. There is no limit to the amount of botany, geology, geography, history, physiology, and chemistry, which a wise teacher may use successfully in a Primary school. And a constant use of these sciences is a constant inducement to greater knowledge of them. To make the truths and illustrations of science comprehensible to the mind of a child requires a more thorough knowledge of the subject by the teacher than to make the same truth clear to an adult. To interest a child in any subject, it must be presented in a simple style and form, and to do that requires careful study and thought, and a very full knowledge of it, on the part of the teacher.

The minds of children are very philosophical, and they are quick to detect absurdities in explanations, or ignorance of facts or reasons,

in those who instruct them. And I am inclined to think that some of our teachers fear the little questioners on that account.

Let a teacher who knows but little of botany attempt to interest her pupils in the Primary school in the study of plants, and how many questions will be asked, in the examination of the commonest roadside flower, that she cannot answer satisfactorily to them ! Or let her attempt to make with them a simple collection of minerals, and if she has but a superficial knowledge of geology, very likely she will be puzzled with the first pebble that the smallest child in the front seat brings exultingly to her for a name. If she be a true, earnest teacher, and desirous also to improve herself, what greater stimulus to study can she have, or ask for, than this ?

The mind of a child cannot be held long to one point, nor his interest enlisted in the dry representation of an abstract truth. And the teacher who has acquired the skill so to illustrate truth as to interest and charm her little pupils, and the ability to change the thought from one topic to another, and the tact to see when the moment comes to change without losing his attention, has achieved a mental discipline far beyond what she could hope to gain by the study of any science or language, and a discipline which will be more useful to her, in every position in life, than mere facts of knowledge, however important.

An assistant often thinks that she can do more for a class if she can give her undivided attention to teaching. But I think facts will demonstrate that the teacher who has the care and discipline of her pupils does more for their direct intellectual development than one who only hears their recitations. In the discipline and regulation of a school, very frequent occasions are found to impress a moral or intellectual truth, which will exert a lasting influence, and give the teacher great power over the minds and hearts of her pupils, and which will give force and importance to her instruction in the class. Who does not know how eager every earnest pupil in a school is to be under the immediate instruction of the one who has control of the school ! You ask him for the reason, and he will tell you that that teacher knows more than the other ; which may or may not be true as far as book knowledge is concerned, but is unquestionably true as regards the amount of instruction which such a teacher can impart. That teacher who watches over the pupil's

conduct, studies his disposition, his habits, and his general character, will readily perceive where he needs assistance, and how much to give, and when he has made sufficient effort, and can therefore be more just in her requirements than one who only sees him in the class-room. If your desire, fellow-teacher, is to do the most for your pupils, by all means seek that position which shall bring them under your eye all their school-hours ; and if you would rather do the work of an architect than of a paper-hanger, seek a Primary school.

There is one important objection to teaching a Primary school which cannot be lost sight of, — the remuneration, which is often below the possibilities of a respectable living. This great error in our school system is beginning to engage the attention of prominent educators.

The position of a Primary school-teacher is one of great responsibility, and there is no place where a true teacher can do so much for mind and heart. She stands next to the mother in influence ; and when we get so near the Millennium that this shall be understood and appreciated, the compensation for teaching the different grades of schools will be reversed, and the highest order of talent and attainment will be demanded for our Primary schools. In the mean time, let every young lady, who wishes to do the greatest amount of good she possibly can do in the school-room, lay aside all selfish love of ease, and study carefully and prayerfully her duty to herself and to the coming generation. PRIMARY.

OUR SCHOOLS.

THE teacher should sometimes change his stand-point of observation, and look at his work through others' eyes and the medium of other educational influences ; for no one can supply deficiencies of which he is not conscious, nor will he advance who thinks he has reached the goal.

The encomiums, so almost universally bestowed upon the common schools of Massachusetts tend to make the teacher who has come up to the requirements of his committee satisfied with his

work, and contented with having accomplished far less for his charge than it is in his power to accomplish.

Our wise legislators, awake to the necessity of intelligence among a self-governing people, have taken good care that the intellect be well trained; and they have done all that legislation can do towards securing that nurture of the affections, and development of the moral character, on which all true advancement depends. But with all this careful provision, are the schools of Massachusetts accomplishing all that, in this age, might be rightfully expected of them? Are they doing all that comes properly within their province to fit the children for the work of life?

It is a subject of frequent remark, that both our young men and young women, after having enjoyed all the advantages which our school system furnishes, are found to lack such accurate, available information as is absolutely essential to the highest success in any department of life. With whom is the remedy?

Other serious faults charged upon our schools are the lack of heart-culture, and the neglect of appropriate manners. Is this from a defect in the system? or is the teacher at fault? The work of the home and of the school are so closely connected, that it is difficult to determine how much of this work belongs properly to the teacher; but the true teacher will not be limited by what is required of him, but by what he can accomplish. There would be little occasion for discussing where the duty lies, if the parent, instead of shirking the labor and responsibility of training his child should bind him to himself by those golden bands of respect and admiration, almost of veneration, which always draw the child to him who is the first to show him new truths, who is always ready and able to solve perplexing questions, and who wisely helps him when entangled, and shows him the better way. Happy is that parent who has earned the first place in the confidence of his child! And next to the blessedness of the parent is that of the teacher, whose place need scarcely be second in the heart of the child. He who would cultivate the heart and manners of the child must himself have a heart full of love and all kindly emotions, and a mind trained to a ready perception of the most delicate relations and the obligations consequent upon them; for the teacher teaches what he himself is, and the teaching is constant. He who

takes the place of an educator of children is bound to do the most possible for them, to enable them to secure their own highest good in life, the well-being of society, and the advancement of truth in the world.

"It is the heart, and not the brain,
That to the highest doth attain."

The world wants hearts more than heads to help it onward and upward. Although the heart culture is the work principally of the family, it cannot, it must not, be left out of the school. In so far as a teacher fails to draw out the love and confidence of his pupil, and to mould him through his affections, in so far he fails in his work. In so far as he fails to cultivate that disposition towards others which shall flower in appropriate manners, giving him easy access to others; and influence over them, in so far he fails of accomplishing the highest good in his profession. E. B.

HOW TO SPEND ONE'S VACATION.

OF all the various methods for spending one's vacation which it is easy for a tired teacher to think of during the latter weeks of July, some are and must be thought out of mind. The very conditions of a small salary, and the cost of living in these expensive times, forbid the possibility of trying some methods one might choose, and oblige him to select from a limited number of others. Doubtless by a wise choice, and by a little forethought and prudence, some methods might become practicable, which, by their influence on his character, would make him of greater worth as a teacher, and so eventually give him the means of indulging more fully his tastes and desires in the future. The ways in which we spend our vacations have a far greater influence upon our characters than most of us are aware of. Whatever we do with perfect freedom of choice is more likely to be repeated, more quickly and more certainly becomes a habit, whether it be outward of the body, or inward of the mind and heart.

But the practical question comes to most teachers several times

each year, "How shall I spend my vacation? Shall it be at home in seeking quiet and rest? Shall it be at work in making a fuller preparation for the immediate duties of the school-room? Shall it be in manual labor for ourselves or others? Shall it be spent at the sea-side, in the mountains, at the springs? Shall it be spent in holding or attending Teachers' Institutes, as some of the teachers do out West, just for the fun of it, for four or five weeks at a time?"

To take up the last first, we say God-speed to our brothers in Illinois in doing a work which will aid so much other teachers who are anxious to receive their instruction.

But we do not propose to treat this subject in an exhaustive manner, but to relate what we overheard two faithful teachers say, each after his manner, alike devoted to his work. They were inquiring each of the other how he should spend his vacation.

Says Mr. Pointer, "I do not hold to roving about, wasting my strength, which I need in school. I shall stay at home and sleep and rest, and if I have any time and strength to spare, I will spend them in preparing myself for my school-room."

"Well," says Mr. Rover, "I grant you that I am in great need of both sleep and rest, and am but poorly prepared for my school-room; I would, however, act differently. I have walked about my own town for exercise, have looked through all the highways and byways with great enjoyment, and this only stimulates me to desire to see more beyond this narrow horizon. I hold that our imaginations need to be fed; our natures need to be rounded out by feasting the eyes and storing the memory with some of the glorious exhibitions of the handiwork of nature which are to be seen all over the face of this earth."

Says Mr. P., "You rove all over creation with your ideas of securing completeness and harmony by education. I wish to be practical. Let us take a single instance from experience, that we may have something definite to talk about. We teach our boys geography, the geography of the United States. A lesson comes up in the book on the Middle States. The counties. Can you name and bound all the counties in New York and Pennsylvania, and give their shire towns? Suppose you take a trip to the Alleghanies, how much would it help you to do that? You would not

visit every county ; and supposing you did, what a waste of time ! And surely you would not go through with the lists of rivers, islands, lakes, and mountains, which you find in the books in like manner. No, *I* need sleep, and rest from this weary work, and if I get time and strength, I will try to make myself familiar with the exact things I am to teach. All strength spent outside of this is thrown away."

Mr. R. replied, "that to teach the *names* of the counties was not to teach the *geography* of the counties ; and that even this labor would become easier, because pleasanter, if a visit to even one of the counties could be taken, that some of the places might be seen by the teacher's own eyes and described to his pupils, and they made to *feel* that there really was something to be seen, walked and ridden over, inhabited and enjoyed, for which the otherwise lifeless name stands. And a little life and enthusiasm infused into one of the names lightens the burden of the whole list.

Says Mr. P., "You are impracticable ; you cannot go everywhere. You cannot learn everything. There are certain things, — facts, if you please, — which we must know. The other day the question arose in the class whether Shelburne on the Portland and Montreal Railroad was on the Maine or New Hampshire side of the line that separates the two States. I felt mortified to be obliged to turn to the map to settle it ; although one can hardly be held accountable for knowing the location of every little town of one hundred families. It requires hard and constant study and repetition to fix these things. These you cannot give them unless you confine yourself to a certain range of subjects. When you are weary, rest, and then commence again."

Now Mr. R. felt a glow of enthusiasm run through his frame at the mention of Shelburne, for in his mind that name stood as the "symbol of the most enchanting beauty, the wildest forest and mountain solitude, the most charming sunsets." How had he "watched from her summits the shadows of clouds chasing each other over the tops of the forest, up the mountain sides, down over the valleys ! What invigorating mountain air and what luscious berries and rich cream at the farm houses to rejuvenate one's exhausted body after the labors of the year ! What delights everywhere in form and color, the play of the mists, the blue and violet

tints produced by the distance of Madison and Washington, the lovely winding Androscoggin below, the —— but I know it is impossible to try to enumerate all that there conspires often to charm every sense, and lift one into the consciousness of an existence somewhere in God's providence, where his creatures may taste of bliss unalloyed with pain or evil." The name was to him the gate to a new world of beauty. And who doubts that all the *facts* which Mr. P. could ever use were a dozen-fold stored in the memory of Mr. R., yes, as the merest skeleton of what he held as a rich acquisition, and which doubtless was worth more to him than Mr. P.'s whole system of geography, though it were gained only as the fruits of a painfully weary life of study? I leave you to draw your own inferences; I drew mine, and am richer therefrom.

ZETA.

STREET EDUCATION.

CHILDREN, boys especially, take to the streets as instinctively as ducks do to water; and it is very foolish to expect that clucking frantically on the shore of the pool will keep them out of it. A wise duck paddles off with the young ones, and they have what boys call a "general good time" together, which is much the best.

Clearly the streets and all their influences are educational, and, being so, it is your privilege to use them to the best advantage. The war and the times have been wonderfully educational. Children drink in information as the hungry sand drinks water, and it is your privilege to sift and filter for them. Take them to Faneuil Hall, to Independence Hall, to Fort Washington. Let them see the picture-galleries, the museums, the ship-yards, and the great winged messengers of commerce — the machine-shops, the manufactures of all sorts. Answer questions till your lungs and information give out, but never your patience. A review to a child is a military event; a parade or a procession marks a page of history to them. It is an incident to you; it is an event to them. Rides, journeys, and excursions are lessons in geography and natural history, eagerly swallowed, faithfully digested, and permanently incorporated in memory and brain, never to be effaced.

The Fourth of July was once a nuisance, with its explosive salt-petrey patriotism, its inflated, spread-eagle orations, which few could hear, and nobody cared for. It will not soon be thus again. The country will teach, and the streets will tell the children, that the Union, for which the grandsires fought, the people will now protect and defend, and that nothing is meaner than treason — except defending it.

What child, that saw the regiments depart, will ever forget it? — the gay music, the rich banners, the bright arms, and handsome faces in the serried ranks, the uncomprehended sorrow in the women's faces, the pale lips of the departing soldiers, the pealing bells, the cannon, the tearful adieus, so strangely bright, so strangely sad. The streets taught wise and manifold lessons in those days. The call to arms sounded over the land like the whistle of Roderick Dhu, and from each hillside and valley, from behind bush, log, stone, or brake, rose the man for the place. The children will not forget the dark days when the awful rout of Bull Run smote the land — when Lost! Lost! was the cry, save in the faithful few who forgot not that the cause was not lost if the day and the battle were against us, or when victory after victory set the joy-bells clanging over the country, like the old bell of Nuremberg, with its

"I am Roland! I am Roland!
There is victory in the land!"

and we knew that Richmond was ours. Then neighbor met neighbor, speechless with joy, and the crowd shouted, "Good news, good news!" and the cities blossomed like tulip-beds with flags. The flaring lights, the hurrying feet, the music, the involuntary chorus of the crowd, the impromptu processions, and withal the orderly, self-sustained character of all in the streets, showing the steady balance which the American sense of personal responsibility bestows upon a people otherwise so impulsive and enthusiastic. There were some who did not like to be in the streets in such a crowd; but those who did, and who taught their children the lessons of those days, will not regret it.

And on that awful day of woe when the martyred President went up to heaven by the bloody path, leaving his bright and stainless

record for a loving legacy to a bereaved people, the streets were grave school-masters then. They told of the wonderful hold of the popular heart which this strange man had won; for he was strange even to us, and impossible to any other nation, in his wisdom and loving-kindness, his solemn sadness and real dignity, which wore so easily the mask of jocularly. It will be long before, as a people, we grow into the wisdom of our late beloved President, for he has helped make the proverbs of the nation. And the children saw all this, and their little faces grew solemn; and they all wore their bits of crape with the dignity of true sorrow. The solemn draperies, the sad faces, the tears of sorrow, the silence which filled the land like a murky atmosphere, will never be forgotten by these tender minds, which are wax to receive, and marble to retain. It will be tragic history to them hereafter, most reverently remembered.

There is a little anecdote of Washington Irving whose authenticity is perfectly reliable, which shows the permanent bias which may be given to a child's mind. Somebody asked Mr. Irving if he had ever seen General George Washington. "Yes," said he, "twice. Once was on occasion of some review, in the city of New York, I do not know what. I had been taken to see the parade, and was lifted in the arms of my Scotch nurse to see the General, and was told that the stately gentleman on horseback was General George Washington, for whom I had been named. And I knew, even then, it was something to have seen General Washington. Next day I was out walking again with my nurse, when she suddenly caught sight of the General entering a shop. Clutching my hand tightly, she hurried into the shop and caught him by the sleeve, crying,

"'General! General! here's a bairn that's called after ye. Will ye no gie him a blessing?'

"'Called after me, is he?' said the General, in a pleased voice, and, laying his hand on my head, said, in a most reverential manner, 'God bless the little one forever!' and went out of the shop. I never saw the General again," continued Mr. Irving, "and I am an old man now; but I can sometimes, even now, feel the gentle pressure of his hand on my head, and I know his blessing abided with me, for I have been blessed."

And the noble head bowed as if to receive another benediction;

and those who heard the simple story grew grave and reverential, for they all felt that it was much to have received the benediction of Washington. And who can tell if it be not to this incident that we owe the rare volumes of the great man's "Life," for which we are indebted to the pen of Washington Irving?

When we remember that the memories of the aged retain the recollections of childhood and youth with much more vividness than the occurrences of their later years, it behooveth us to remember that we are filling the treasure-house of memory of those who will one day find in them their only store of reminiscences; and to us will be either blame or praise given, according as we have been faithful to our trust, or negligent. The children will soon control society, will vote, fight, plead, debate, court, flirt, love, marry, and go to Europe, go to Congress, or into the spirit-world.

It is for us to say if they shall remember childhood a dreary season of unwelcome tasks, executed in loneliness, and for which they were not praised, in which they were not assisted, whose tedium was unrelieved by sympathy; or if childhood shall be really, as the social dogma has it, "the happiest season of life." It is now to choose if they shall be ignorant or learned in the days of training — the days in which it is of the greatest importance to the country that its future rulers shall be bred up from childhood in the household of a pure political faith; that a love of country shall mean more than annual fire-crackers, and that the patriotism of women is not to be despised; that the "President and those in authority" be remembered in the prayers of the babes, and that the nation's honor shall grow to be dear as their own. And to this end let not the teachings of the times and the streets be despised and set at nought; but let those having authority suffer the little children to learn their lessons from pure lips which they love, rather than from those whom any wild chance may throw in their path. — *Harper's Monthly*.

THE lamented President Felton was accustomed to urge upon the young gentlemen of his classes, with great earnestness, as a means of high health, that they should "use the mind;" use it actively, and on a variety of subjects, so as to avoid any dull routine.

Resident Editors' Department.

MASSACHUSETTS STATE TEACHERS' ASSOCIATION.

TWENTY-FIRST ANNUAL MEETING.

THE Twenty-first Annual Meeting of the Massachusetts State Teachers' Association will be held in Boston, at the Hall of the Lowell Institute, October 12th, 13th, and 14th, 1865.

ORDER OF EXERCISES.

Thursday, October 12th.

At 2 1-2 o'clock, P. M. The meeting will be organized for the transaction of business, and to listen to the usual addresses of welcome, and the President's Annual Address.

At 3 o'clock, P. M. A paper on the *Short Time System*, by Professor W. P. Atkinson, of Cambridge.

At 3 1-2 P. M. A paper on *A National System of Education*, by Professor Charles Brooks, of Medford.

At 7 1-2 o'clock P. M. Introductory Address by Professor William B. Rogers, President of the Massachusetts Institute of Technology.

Vocal music by a Choir selected from the Boston Public schools under the charge of J. B. Sharland, Esq., of Boston.

Friday, October 13th.

At 9 o'clock A. M. A paper by Rev. James Freeman Clark, D. D. Subject: *The Teacher who drives his flock, and the Teacher who leads it.* Discussion of the paper.

At 10 1-2 o'clock, A. M. Illustration of teaching vocal music in Primary schools, with classes, by L. W. Mason, Esq., of Boston.

At 11 o'clock A. M. A lecture on *Spelling; its irregularities, and the philosophical remedy*, by H. H. Lincoln, Esq., of Boston.

At 2 1-2 o'clock P. M. *An Exercise in Military Drill* by boys from the Latin and English High schools of Boston, under the charge of Captain Moore, of Boston.

At 3 o'clock P. M. A lecture on *Course of Study*, by J. W. Dickinson, Esq., of Westfield.

At 4 1-2 o'clock P. M. *An Exercise in Light Gymnastics*, by a class of pupils.

At 7 1-2 o'clock P. M. A social gathering and promenade concert in Music Hall.

Saturday, October 14th.

At 9 o'clock A. M. *An Exercise in Vocal Gymnastics, with a class*, by Professor L. B. Monroe, of Boston.

At 10 o'clock A. M. A paper on *The best method of teaching the Syntax of the*

Latin and Greek Languages, by H. R. Green, Esq., of Worcester. Discussion of the subject.

Arrangements have been made by which persons attending the meeting may be entertained at the Parks House at \$2.25 per day; at the Marlboro' and Quincy at \$2.50; and at the Adams and Bromfield at \$3.00. A small number of guests can be accommodated at the Sturtevant House, East Boston, at \$2.00. No provision made for gratuitous entertainment.

Free return tickets over all the railroads leading out of Boston, except the Worcester, can be obtained of the secretary at the meeting. Return tickets over the Worcester road to be obtained of W. E. Sheldon, Esq.

Head quarters of the Officers of the Association during the meeting, at the Marlboro' Hotel.

JOHN D. PHILBRICK, *President*.

GRANVILLE B. PUTNAM, *Secretary*.

September 26, 1865.

NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS.

At a meeting of State Superintendents, held at Harrisburg, Pa., on the 16th of August, it was voted to form a NATIONAL ASSOCIATION OF SCHOOL SUPERINTENDENTS, to be composed of those devoted to the supervision of schools in the several States and the larger cities of the country.

The first meeting will be held in the City of Washington, D. C., in the old Theatre, or Campbell Hospital, on Tuesday, February 6th, 1866, at 3 o'clock, P. M.

A report of a committee on a plan for permanent organization may then be expected.

For the purpose of introducing topics for discussion, with the results of mature investigation, papers will be read as follows:

1. *School Statistics* — their value, the points of inquiry, and the mode of collecting them. By Hon. Chas. R. Coburn, State Superintendent, Penn.

2. *Practicability of Greater Uniformity in the School Systems of the different States*. By Rev. L. Van Bokkelen, State Superintendent, Md.

3. *National Bureau of Education*. By Hon. E. E. White, State Superintendent, Ohio.

4. *Free High Schools an essential part of each State School System*. By Hon. J. White, Secretary of Board of Education, Mass.

5. *Cost per capita of Education in the different States*. By J. W. Bulkley, Esq., Superintendent of the Schools of Brooklyn, N. Y.

6. *Leading features of a Model State School System*. By Hon. Newton Bateman, State Superintendent, Illinois.

7. *What are the Greatest Defects in the Existing Systems of the several States?* By Hon. C. M. Harrison, State Superintendent, New Jersey.

8. A paper will be read by Maj.-Gen. O. O. Howard, on ———.

It is desired that these papers shall be brief,—each not exceeding twenty minutes in the reading,—that the time may be given largely to discussion.

The state of our country invites new efforts in behalf of the great cause of Public Instruction. Never, since the Christian era, has there been a more urgent demand for labor on the part of the friends of Education, nor a more inviting field for results. In several States new systems are to be organized; in all, progress is needed. A free comparison of views as to defects existing, and improvements needed, on the part of those who have had the largest experience and the widest observation, promises to make the meeting in Washington one of rare interest and value.

BIRDSEY GRANT NORTHROP, *President.*

L. VAN BOKKELEN, (State Supt., Md.) *Secretary.*

Boston, Sept. 4, 1865.

MEETING AT THE EDUCATIONAL ROOM.

Saturday, *Sept. 16th.* — Mr. L. A. Wheelock in the chair.

Mr. Geo. K. Daniell, Jr., of Milton, was appointed chairman of the next meeting.

Messrs. Marston, of Cambridge, and Wilson, of Somerville, were appointed to give practical exercises.

The stated exercise of the meeting was — The asking and answering of questions.

Mr. Wood, of Boston, asked the following — What causes the different positions of the crescent in the new moon?

The meeting was occupied for some time in the discussion of this question.

A problem given at a previous meeting as an impossible one was stated to be capable of solution, and a demonstration handed in by Mr. M. G. Daniell, of Dorchester.

Mr. Marble, of Boston, then gave the following —

If a horse be tied to a point in the circumference of a circular barn, by a rope one hundred feet long, how much ground can he feed over — the barn being one hundred feet in circumference?

No solution was given at the time.

Mr. Wood then asked the following question: —

Why is twilight longer in summer than in winter?

This elicited much discussion.

Mr. Wheeler, of Cambridge, then propounded a question in grammar, which was also debated for some time.

Mr. Wood then renewed a question which was asked, but not answered, at a previous meeting, as to the cause of the high tide on the side of the earth opposite the moon.

The following was given as a question for discussion at the next meeting. How far do physical causes affect the efficiency of the teacher?

Adjourned.

REVERENCE FOR CHILDREN.

"Maxima debetur puero reverentia."—*Juvenal, Sat. xiv.*

TEACHING is the most peculiar of employments; utterly distasteful to some, to others irresistibly attractive. Few teachers abhor their business; for such will not be driven to teach by any pressure of events. But some teach with far less interest than others. They lack a genuine enthusiasm in their profession. And perhaps there are few whose interest does not sometimes flag. It does us all good to call to mind occasionally the greatness of our work; and that comes from the nobleness of the material with which we deal.

Who and what are our pupils? We look into their eyes day by day, and what do we see there? How do we estimate these young individualities which come to be shaped by us? Such questions strike the keynote of our work.

1. Their lack of years is no essential inferiority. Being younger than their teacher is not only no "atrocious crime," but it does not bring them a whit below his own level. He has no right to cuff or scold them because they are younger. His duty is to guide and instruct those who are just as good as he is. They happen to have been born later, and so are a little behind him in knowledge and discipline. To each generation is committed the instruction of its juniors. The teacher is selected to do the formal part of the work; the informal, and not less important, is done at home and in the thousand contacts of social life. One of the things to be taught is a proper respect for age; a universal, half-filial sentiment, which helps to make life beautiful wherever rightly developed. Another most important thing to be taught is submission to just authority. The school is to be in this respect an educator of good citizens who will obey law; more, it is to prepare the citizen of the universe to bow to the will of God. It will not do to refrain from the exercise of authority in the schoolroom. One of the chiefest needs of immature years is to learn obedience, to understand the golden motto, "Honor to whom honor." Because the teacher esteems his pupils so highly he will teach them "manners," and enforce good morals. But let him not do this as with inferiors. The time will come when this difference of years will seem as nothing. When two college graduates, hardly yet in middle life, met at commencement, one said, "I believe I was your tutor," and was taken aback by the reply, "No, I was yours." Suppose you are ten or even twenty years older than your pupil; he will soon be out in the world by your side, perhaps outshining you. Before you are willing to acknowledge yourself an old man he may be in Congress, making laws for you to obey, or Judge of the Supreme Court, adjudicating on your dearest rights. Doubtless there are now living, in a vigorous activity, some of the pedagogues who feruled the "Bobbin Boy" and the "Farmer Boy." Which does the world deem older now, the "boys" or their teachers? Chief Justice Chase can find some of his instructors; would they feel older than he, seeing him in the redeemed seat of Marshall? So fades, even in this life, the inequality of age. It is an accident, conferring not the slightest gift of superiority.

2. The teacher will do well to remember the possible special greatness of the young minds before him. It is of no use to tell all the boys that they stand a good chance for the White House, or make all the girls believe that they can come to

write novels like *Uncle Tom's Cabin*. It is better far to rouse in them an ambition to do well just what is put within their reach than to excite restless cravings which can never be satisfied. But the teacher may think — can he help thinking? — “Here are spirits which may become instructors and leaders of multitudes.” Our institutions, with their free play of motive and of energy, reveal every day such possibilities. Grant and Sherman were not very remarkable boys. President Lincoln's early life did not herald him as the man for the greatest crisis of our country's life. There is a possible greatness in many of the boys we instruct. As we ply our arduous work, we cannot be sure that we are not moulding the souls of future statesmen, of the orators whose “winged words” will enter a million hearts. We need not promise each boy that he shall be a Webster; but what if a greater than he lies latent in the arena of our school-room? The bare possibility is enough to make us bow the head before our pupils. We see the stuff out of which greatness is made. We are fashioning minds which bear the divine seal. We are swaying passions, disciplining tempers, kindling aspirations, which have in them the secrets of all human power.

3. But there is a yet deeper reverence. You need not search for germs of special greatness, which, after all, has so much of mere accident. Bend low before every young soul; because it has essential greatness. Reverence the most ignorant mind for its wonderful structure and powers. Say to yourself, Here is an immortal being, with capacities for development unending; with mind, heart, and will, fashioned for the highest activities; with a conscience to be guided and enlightened; with susceptibilities to exquisite pain — taking shape to-day, this instant, under my forming hand. Young minds are great because all mind is great. The most peurile souls are august because every human soul is a thing of grandeur. Take your most unpromising pupil, and with the eyes of a reasonable faith you can see in him or her something nobler than the stars.

Reverence these young beings. Work for them as for the highest of the earth. Love them as your immortal kinsmen. — *California Teacher*.

THE LARGEST CITY IN THE WORLD.

If the following account is true, London is no longer the metropolis of our planet. That distinction belongs to the Japanese city of Jeddo, which a correspondent of the *Boston Traveller* thus describes:

“But what shall I say of this greatest and most singular of all cities? I cannot give you an idea of it, it is so unique, so unlike everything except itself, and so impossible, as you will think.

“It is situated on the western shore of this charming gulf, twenty miles wide by twenty-four long. It stretches for twenty miles or more along a beach of semi-circular form, with its horns turned outward, and along which a street extends, crowded with blocks of stores and houses, and teeming with moving crowds, while shop-keepers, artisans, women and children seem equally numerous within doors and at the doors. Indeed, a dozen or fifteen miles might be added to the city in this

direction, since there is nothing but an unbroken succession of towns and villages for this distance, which are as populous and well-built as the city itself.

"In crossing the city from the shore to the western outskirts I have walked two miles and a half, and then proceeded on horseback for ten miles farther, making twelve miles and a half, while in other places it may be wider. According to the lowest estimate, the city covers an area equal to seven of the New England farming towns, which are usually six miles square. And all is traversed by streets, usually wide, well constructed, perfectly neat, and cross each other at right angles; streets lined with houses and stores as compactly as they can be built, and crowded with moving and stationary masses, as thick as in Washington street, or New York Broadway, at least for considerable distances. The population is estimated generally at three millions, which Mr. Harris, our minister, thinks is no exaggeration. For my part, judging from what I have seen when I have gone into the heart of the city, and crossed the city from side to side, I should be willing to add as many millions more; for the living, moving masses, seen from sunrise to sunset, and everywhere the same, fairly seemed beyond computation."

THE TEACHER'S MORAL QUALIFICATIONS.

BY J. P. WICKERSHAM.

It is an easy thing to name certain individual moral qualities which a teacher must possess in order to secure success in his profession; but he who attempts to make a systematic classification of these qualities will find a task most difficult. That the subject may present itself prominently before the mind of the student-teacher who may inquire into this department of a pedagogical science, a kind of representative classification will be adopted here, which will possess the advantage of suggesting certain important moral qualities which should characterize the teacher, and at the same time exemplifying them.

The teacher must be, morally, —

A wise Legislator.

A righteous Judge.

A prompt Executive.

An efficient Workman.

A competent Leader.

A liberal Partisan.

A pleasant Companion.

A warm Friend.

A good Man.

A teacher should be a wise legislator. By the expression a "wise legislator" is not merely meant one who can enact appropriate laws for the management and government of his school. This is an intellectual qualification very necessary to the teacher; but certain moral qualities are now referred to, not less important. The legislation of a school should not consist merely in the cold and formal enact-

ment of school-laws, in the nice adjustment of school-machinery, but all must be done with the view of subserving the great end of moral training. School-laws should tend not only to promote order, but virtue, in the school. The teacher may legislate to secure comfort, order, progress in study, but he must never forget the while, that the grand end in which all these ends centre is the good of his pupils, — *summum bonum* of the school.

A teacher should be a righteous judge. It is considered unsafe in a State to intrust the power of expounding laws in the same hands that enact them. It has been thought best to remove the judicial as far from the legislative power as possible, that it may be exercised without bias. The administration of justice is considered an interest too sacred to be endangered by partialities which can be avoided. In a school, this division of the functions of government is practically impossible. The teacher administers justice according to laws of his own enactment. His decision is final. Unless, then, he has an eye single to the interests of his pupils, unless he is strictly impartial in his judgments, unless he rewards and punishes fairly, he is unfit to be a teacher. The teacher should weigh all his decisions in well-balanced scales, blind to all motives except those of justice.

A teacher should be a prompt executive. Laws, however wise and just, may be worthless unless strictly enforced. Regulations which are found only in statute-books restrain no evil-doer. The management of a school requires an efficient executive. Plans must be carried out, punishments must be inflicted, the whole working of the school-machinery must be controlled; and no other than an active head master can do it. As a ship in a storm needs a prompt captain, as an army in time of battle needs a prompt general, so a school needs a prompt teacher, — one who is bold, firm, self-possessed, consistent, and ready for all emergencies.

A teacher should be an efficient workman. The teacher has more to do than merely to make, expound, and execute school-laws: he has to work himself, his position requiring the severest labor. The teacher must, therefore, be willing to work and able to work efficiently. If a teacher is unwilling to work, the school must stop; if he is unable to work efficiently, the school can only be partially successful. A slow, plodding, heavy man — one who must think long before acting, and who then acts slowly — is out of place in the school-room. To teach well requires skill, earnestness, activity, — skill to know what to do and how to do it, and earnestness and activity to make that skill effective. The teacher should be a model workman; for his work is to be imitated, and even his manner of working will be copied by his pupils. A teacher can impress his pupils through his work. If he work skilfully, they, too, will learn to do so; but inefficient teachers make worthless pupils.

A teacher should be a competent leader. Some of the chief characteristic qualities of a competent leader are energy, perseverance, fearlessness, hope, self-confidence, and enthusiasm; and all of these are found as elements in the character of the true teacher. The school-room is no place for a man wanting in energy, for its work was never yet performed without earnest effort; no place for a man wanting in perseverance, for its obstacles were never yet overcome by the fickle or the weak; no place for a coward, for it has its tests of courage, and cowards must fail when such crises come; no place for the desponding, for despair in a

teacher deadens the energies of his pupils; no place for such as distrust their own powers, for those who have no confidence in themselves cannot secure the confidence of others; no place for the cold and phlegmatic, for all true love of knowledge and all earnest pursuit of it must be characterized by enthusiasm. Some men are born to command. There is an air of authority about them. Other men at once attract the ready sympathy of those with whom they come in contact. There is something magnetic in their very looks. Both qualities are always combined in the successful leader, be he politician, warrior, reformer, or teacher.

INTELLIGENCE.

PERSONAL.

Hon. Emerson W. Keyes, for some years Deputy Superintendent of schools in New York, has been appointed Deputy Superintendent of the Banking department of New York. *Samuel D. Barr, Esq.*, of Watertown, succeeds him in the department of Public Instruction.

Fred Holland, a member of the graduating class at Amherst College, has been elected principal of the high school in Barre.

T. D. Biscoe, of Grafton, has been appointed tutor of mathematics in Amherst College. *H. B. Richardson*, of Medway, received the Porter prize of \$60 as the candidate bearing the best examination for admission to Amherst. President Stearns and Professors Shepard and Montague are still in Europe.

D. W. Stevens, A. M., of Mansfield, has been elected Superintendent of schools in the city of Fall River, and accepted the position. Mr. Stevens has been for many years prominently identified with the cause of education, in which he has shown himself an enlightened and devoted laborer. For the last four or five years he has conducted successfully the Literary and Scientific School at Mansfield, which has just closed its most prosperous Summer term, with an excellent prospect for the future, should it be placed in equally competent hands; and he was also, at the time of his present appointment, the Superintendent of the Public Schools for that town. A gentleman of thorough education and decided tastes for scientific study and educational pursuits, as well as of large experience in his chosen field of labor, we doubt if a more fortunate selection could have been made for the position named, which, we trust, may prove to be both pleasant and remunerative. — *Taunton Daily Gazette*.

THE town of Exeter, N. H., has received information that William Robinson, Esq., a native of that place, who died in Augusta, Ga., in 1864, left property amounting to about \$150,000 for the purpose of founding a female school for the use of Exeter.

Mr. J. C. Pelton, principal of the Rincon Grammar School, has been elected Superintendent of Public Schools of San Francisco.

The Vassar College has just opened with full numbers, — all that can be accommodated. Miss Maria Mitchell is the Professor of Astronomy.

EDUCATIONAL INTELLIGENCE.

National Teachers' Association.—The meeting of this association brought together a large number of teachers from widely different parts of the country. The excellent Report of the Committee on Object Teaching we gave entire in the last number. This was the most valuable paper read at the meeting, and was received with great favor. It was unanimously voted to publish it in a pamphlet form for general circulation. We have therefore printed a large edition of it in a separate form.

It ought to be read by all who are interested in Object Teaching, and especially by those who have seen the caricatures of the Oswego methods, which have been widely circulated.

In the discussions, no one speech so thrilled the audience as the happy address of Rev. Alexander Crumwell, a full-blooded colored man, a graduate of Cambridge University, England, and Professor in the College of Liberia.

The trip to Gettysburg was the most attractive feature of the meeting. The citizens of Gettysburg gave the association a very generous welcome, sending a delegation of twelve of their number to meet the excursion train, and on its arrival escorting the company in several divisions to the hotels, where dinner was gratuitously provided for all; and then to the hallowed ground, the ever-memorable field of the great and most decisive battle of the war.

The people of Harrisburg showed great hospitality to the association. The levee at the State Capital Hotel, on Friday evening, was a brilliant affair. It was gratifying to find such men as Gov. Curtin, and Simon Cameron, late Secretary of War, and Governor Bradford, of Maryland, prompt to encourage the cause of education by their presence and speeches.

American Institute of Instruction.—The session of the American Institute of Instruction, at New Haven, was one of great interest. The lectures were all able and appropriate, the discussions were spirited and practical, the attendance was large, and the hospitality of the citizens of New Haven abounding. The constant attendance and active coöperation of the President and Faculty of Yale College added much to the interest of the occasion. The college buildings, Cabinet of Minerals, Library and Gallery of Art, were freely opened to the members.

An unusual number of college professors were present, and took part in the discussions. Besides the Faculty of Yale, President Haven, of Michigan University, Professor Washburne, of Harvard, Professor Greene, of Brown University, President Cummings, of Wesleyan University, Dr. Taylor, of Andover, President Cowles, of Elmira College, and Professor Zachos, formerly of Antioch College, and others, gave the results of their mature investigations on the topics of discussion. The able addresses of Gov. Andrew, of Senor Sarmiento, Minister Plenipotentiary from the Argentine Republic, the patriotic Bishop Smith, of Kentucky, and the eloquent Bishop Stevens, of Pennsylvania, helped to give tone to the deliberations. The noble letter of Gen. Howard was heard with great interest, and has been widely copied by the papers through the North.

It was unanimously voted to print entire the most valuable address of Dr. Taylor, of Andover, on "Methods of teaching Latin, especially to beginners." Teachers will be glad to know that Dr. Taylor has consented to write out his speech in full, and that it will soon be printed in the volume of proceedings.

As the volume containing all the lectures and very full reports of discussions will be published next month, we have thought best to omit our usual report of the Institute. The forthcoming volume, we are confident, will be one of the most valuable ever issued. Every one who teaches Latin should by all means study Dr. Taylor's practical suggestions in this volume.

Rev. B. G. Northrop was reelected President; John P. Averill, Secretary; and Wm. E. Sheldon, Treasurer.

Teachers' Institutes will be held in Becket, beginning Oct. 23, Dudley, Oct 30, Yarmouth, Nov. 6, ———, Nov. 13, and Taunton, Nov. 20. This is the time of each in case Thanksgiving is appointed, as usual, on the last Thursday of November. They are to occur in the order named, and to begin five weeks before the week of *Thanksgiving*.

American Normal School Association. This Association met in the State House, Harrisburg, at eleven o'clock, August 15th. Richard Edwards, President, in the chair. The topics for discussion were: 1. Course of study and training best adapted to subserve the purposes of Normal schools. 2. Domestic arrangements necessary for the students of Normal schools. 3. National aid to Normal schools in the several States. The session continued through the afternoon and evening. The discussions were interesting and valuable. The following gentlemen took part in them: Henkle, of Ohio; Phelps, of Minnesota; Wickersham, and J. Thompson, of Pennsylvania; Hagar, of Massachusetts; Sheldon, Thompson, Bulkley, Greenleaf, Cruikshank, and Stoddard, of New York; Hart, of New Jersey; Camp, of Connecticut; Richards, of Washington; Hailman, of Kentucky; Greene, of Rhode Island; and White, of Illinois.

Metrical System of Weights and Measures. The undersigned respectfully solicit the attention of the editors and publishers of arithmetics to the following facts:—

1. The decimal system of weights and measures which has the *metre* for its base is in partial or exclusive use in a considerable number of the countries of Europe, and its use is increasing.

2. In almost every department of science these weights and measures are sometimes employed, while in some departments all others are obsolete.

3. The terms of the system are gradually becoming more common, and will doubtless, at no distant day, be frequently met with in popular journals.

4. Preliminary steps have been taken by two different branches of the United States Government, looking to the possible adoption in this country of this, or a similar system, in place of the incongruous weights and measures in use. In case of such an adoption by the Government, the necessary inconvenience attending the change by the people will be very much diminished if the metrical system shall have been previously taught in the schools.

5. This system is, however, excluded from many of our best arithmetics; and in most of the remainder, if not in all, it is very imperfectly developed.

We therefore respectfully urge:

1 That to the arithmetics now published an appendix be at once added that shall contain a full explanation of the *Metrical system of Weights and Measures*, and of their relation to the weights and measures now in common use, and that the whole be illustrated by suitable and numerous examples.

2. That in all *revised editions* of arithmetics now used, and in all *new* arithmetics, a proper development of this system have a place in the body of the work, and that in the collections of examples for practice occurring thereafter there be frequent reference to these weights and measures. Signed by H. A. Newton, Professor of Mathematics in Yale College; B. G. Northrop, Saxonville; James B. Thompson, LL. D., New York city; and many others.

Hon. J. Warren Merrill, Mayor of Cambridge, has given ten thousand dollars to Waterville College to endow the professorship of natural history and chemistry, which is to be named the "Merrill professorship."

A College at Bethlehem, Pa. Hon. Asa Packer, of Mauch Chunk, Pa., has recently donated five hundred thousand dollars and seventy-five acres of land, situated along the base of the Lehigh Mountain, at Bethlehem, for the erection and complete outfit and endowment of the professorships of a college, to be called the Packer Institute. The Institution is to be partly agricultural and polytechnic, under the superintendency of the Episcopal church, but open to students of all denominations. The buildings are to be erected forthwith.

Hon. Samuel Hooper is reported to have given fifty thousand dollars to the mining department of Harvard College.

Michigan Journal of Education. We are too glad to learn that this journal is to be revived by Mr. William H. Payne, Niles, Michigan.

West Virginia. A spirited educational convention was held in Fairmount, West Virginia, August 1st and 2d, 1865. Several lectures were given, a State Association organized, and ten appropriate topics were selected for essays and discussion at the next meeting. Hon. W. R. White, State Superintendent, is laboring zealously in this new and inviting field for free school agencies.

GEORGE M. SELDEN, who lately died at Troy, left \$26,000 to fund the "Selden Institute," for educating and maintaining female nurses; \$5,000 to the Troy Young Men's Association for library purposes.

REV. DR. BLISS, President of the New Protestant College in Beirut, and a distinguished countryman of ours, is collecting \$100,000 in England towards the funds of the college. He is received in the most aristocratic circles, and feels hopeful of pecuniary success in England.

The present endowment of Andover Theological Seminary, including buildings and the various funds, amounts to \$630,000. To carry out the proposed enlargement there will be needed \$170,000 more, making a total endowment of \$800,000.

—Wilberforce University, at Columbus, Ohio, for colored students, owned and conducted by people of color, was fired and burnt April 14th, while the students were absent from the buildings celebrating the fall of Richmond. The deed was done by a hand in perfect sympathy with the deed by which the President was assassinated, the same day. The library, table-ware, and bedding, were mostly saved, but forty thousand dollars will be needed to erect again suitable buildings, and five or six more to supply furniture.

THE UNION THEOLOGICAL SEMINARY in New York has received \$150,000 in cash donations within a few months. William E. Dodge, S. F. B. Morse, L. S. Ely, and the Brown Brothers, are the donors.

BOOK NOTICES.

HUMAN PHYSIOLOGY, ANATOMY, AND HYGIENE. By T. S. LAMBERT, M. D. New York: Wm. Wood & Co. 1865.

The author of this valuable treatise has long been widely known as among the most popular educators in this department of science.

The book before us has unusual merit. It treats of the body in the relation it sustains to the mind and heart of man; and presents a new analytic process of considering the organs and uses of the body as a material thing.

Every part is made plain, both by clear statements in the text, and by well executed illustrations.

We cordially invite teachers of this branch of knowledge to examine the methods of presenting the subject found in this work.

It is furnished to teachers by the author for \$1.25.

HARPERS' NEW PUBLICATIONS. For sale by A. Williams & Co., 100 Washington Street.

The list of new books issued by this enterprising house during the past year, together with those now nearly ready for publication, make a library of choice books, covering nearly every department of literature. We doubt if there is anywhere in the world a more complete and extensive establishment to prepare for the wants of the intellect than this model firm have in Franklin Square, New York.

We can only name a few of the many books recently given to the reading public, which are of especial value to the live and progressive educators of our country.

DRAPER'S AMERICAN CIVIL POLICY; Thoughts on the Future Civil Policy of America. By JOHN WILLIAM DRAPER, M. D., LL. D., author of a "Treatise on Human Physiology," and a "History of the Intellectual Development of Europe." Crown 8vo, cloth, bevelled edges, \$2.50.

THE OIL REGIONS OF PENNSYLVANIA; Showing where Petroleum is found, how it is obtained, and at what cost; with hints for whom it may concern. By WILLIAM WRIGHT. 12mo, cloth, \$1.25.

PRISON LIFE IN THE SOUTH; Showing how we lived and were treated at Libby, Macon, Savannah, Charleston, Columbia, Charlotte, Raleigh, Goldsboro', and Andersonville, during 1864 and 1865. By A. O. ABBOTT, late Lieutenant First New York Dragoons. Numerous Illustrations. 12mo, cloth, \$1.75. (Nearly ready.)

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BRACKETT'S UNITED STATES CAVALRY; History of the United States Cavalry from the formation of the Federal Government to the 1st of June, 1863. To which is added a list of all the cavalry regiments, with the names of their commanders, which have been in the United States service since the breaking out of the rebellion. By ALBERT G. BRACKETT, Major First United States Cavalry, Colonel Ninth Illinois Volunteer Cavalry, late Chief of Cavalry of the Department of Missouri, Special Inspector of Cavalry Department of the Cumberland. With Illustrations. 12mo, cloth, bevelled edges, \$1.75.

NOTES FROM PLYMOUTH PULPIT; A collection of memorable passages from the Discourses of Henry Ward Beecher. With a sketch of Mr. Beecher and the lecture room. By AUGUSTA MOORE. New edition, revised and greatly enlarged. 12mo, cloth. (Nearly ready.)

THE STORY OF THE GREAT MARCH; Diary of General Sherman's Campaign through Georgia and the Carolinas. By Brevet Major **GEORGE WARD NICHOLS**, Aide-de-Camp to General Sherman. With a Map and Illustrations. 12mo, cloth, bevelled edges, \$1.75.

HARPER'S HAND-BOOK FOR TRAVELLERS IN EUROPE AND THE EAST. Being a Guide through France, Belgium, Holland, Germany, Austria, Italy, Sicily, Egypt, Syria, Turkey, Greece, Switzerland, Tyrol, Russia, Denmark, Sweden, Spain, and Great Britain and Ireland. With a railroad map corrected up to July, 1865, and a map embracing colored routes of travel in the above countries. By **W. PEMBROKE FETRIDGE**. Fourth Year. Large 12mo, leather, pocket-book form, \$5.

NAPOLEON'S LIFE OF CÆSAR; The History of Julius Cæsar. By his Imperial Majesty, **NAPOLEON III.** Vol. 1. A new elegant library edition, with wide margins, on superfine calendered paper, with portrait and colored maps. 480 pp. 8vo, cloth, \$2.50. (This is the only edition with the maps.)

AUTOBIOGRAPHY, CORRESPONDENCE, ETC., OF LYMAN BEECHER, D. D. Edited by his son, **CHARLES BEECHER**. With three steel portraits and numerous engravings on wood. Complete in two vols. 12mo, cloth, \$5.

VAMBERY'S CENTRAL ASIA: Travels in Central Asia. Being the account of a journey from Teheran across the Turkoman Desert, on the eastern shore of the Caspian, to Khiva, Bokhara, and Samarcand, performed in the year 1863. By **ARMINIUS VAMBERY**. With map and wood-cuts. 8vo, cloth, \$3.75.

ARIZONA AND SONORA; The Geography, History, and Resources of the Silver Region of North America. By **SYLVESTER MOWRY**. 12mo, cloth, \$1.50.

CAPTAIN HALL'S ARCTIC RESEARCHES AND LIFE AMONG THE ESQUIMAUX; Arctic Researches and Life among the Esquimaux. Being the narrative of an expedition in search of Sir John Franklin, in the years 1860, 1861, and 1862. By **CHAS. FRANCIS HALL**. With Maps and one hundred Illustrations. 8vo, cloth, \$4.50; half morocco, \$6.50.

WE invite especial attention of teachers of the modern languages to the publications of **S. R. URBINO, Esq.**, 13 School Street, Boston, whose advertisement will be found in the *Teacher*. They include the well-known series of French plays and comedies for schools and colleges; and in fact all approved text-books of the modern languages can be found there. Give him a call.

THE MUSICAL CURRICULUM. By **GEO. F. ROOT**. Chicago: Root & Cady.

It is not often that the readers of this publication are troubled with critical remarks on recent publications in the line of music. Yet there are cases when a somewhat extended notice is due to musical readers.

Mr. G. F. Root is known to the musical world as a good practical teacher, and the composer of many songs, of which several have become favorite national airs. Although not a stranger in the upper region of the art, his inclination has led him to give his main attention to the elementary branch, the solid foundation, of music. The more he conversed with prominent teachers, the more he was confirmed in his convictions, that even the best and most popular pianoforte schools — however excellent in all that relates to technical performance — were sadly deficient in the elementary part. They all — excepting *Beger's Preliminary School* — hasten too quickly over the first exercises, require too much in the beginning, and forget that "all work and no play makes Jack a dull boy." The consequences are visible everywhere. Playing and practising is a bore to nine-tenths of all common players, because to them it is mere machine work, a mechanical transposition of visible notes into audible tones without intellect or feeling. Not one player out

of a hundred can give a reasonable explanation of the formation, relationship and fingering of the scales, the triads, cadences, modulations, etc. Again, singing is the best predecessor, or at least the most natural ally of playing on an instrument; and yet most elementary teachers of music seem to take pains to separate these branches. Many young ladies, who have taken but a few quarters' instruction, consider themselves competent to teach those below them; and hundreds of parents are ignorant enough to believe that a cheap teacher is good enough for the beginning. If to-day all amateur and professional teachers of piano playing were to pass a critical examination, the result would be lamentable indeed. No branch of instruction in our public schools is taught so miserably as music is taught in our private parlors. And this will remain so till public opinion becomes more enlightened, and printed books present to teachers and pupils a better way.

Mr. Root has struck out a new path. On the first sixteen pages he gives to teachers many valuable hints, and tries to inspire them with a true appreciation of the art. The first exercises require only two treble and two bass notes, and every new number introduces *one* new point. No 22 presents the first duet and No 28 the first song. Then comes a variety of pieces, so written that the position of the hand does not change; and when No 99 is reached, the pupil has become acquainted with all the sharps and flats and a number of musical signs and terms now in general use, besides sixteen so-called five-finger exercises in different keys. In the following exercises, playing, singing, and clear explanation, go hand in hand; by the variety of exercises monotony is avoided, and by the twofold application to singing and playing every musical rule is made perfectly plain. With No 199 a higher step is taken. The material hitherto gathered is systematized, the melody of the voice is understandingly accompanied on the instrument, and the best advice is given with regard to treatment, growth, and preservation of the voice. In quite a number of exercises the Italian syllables are used, but, contrary to the author's habit, without a word of explanation regarding their origin and use. Neither has the practical German way of naming the sharps and flats, which is gaining so much favor, been mentioned. The minor chords and scales are presented in an excellent manner. While most of the pieces and exercises up to No 400 are composed, we presume, by the author, other composers have contributed largely in the next 360 numbers, and almost all the selections are well chosen. The book is printed in finer type than other similar works, and therefore contains on its two hundred and forty pages a vast amount of matter. Contrary to Chicago custom, this work is almost free from typographical errors, and in the few exceptional cases, for instance on page two hundred and thirty-five, the discrepancy of Root's teaching and A B's practice was likely an oversight. The retail price of the work is \$4.50. For the sake of musical progress and systematic teaching, we hope that the book may be widely used.

C. A.